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Retroalimentación oral en la enseñanza del inglés como lengua extranjera : implicaciones en la producción oral del alumno

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Oral Corrective Feedback: Implications for Learners' Oral Production

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Oral Corrective Feedback in EFL settings: Implications for learners' oral production

Abstract

Oral corrective feedback has been proved to be one of the most examined factors in SLA contexts. The provision of appropriate feedback needs to take into consideration a multiplicity of factors i.e. students' language level, educational program nature and affective factors. The main purpose of this research paper is to propose a case study to be developed in Spanish instructional levels and more specifically in Spanish Secondary Education contexts. The expected tentative results propose that explicit correction is preferred to a greater extent in lower expertise levels of English whereas recasting is more noticed in contexts where the level of the language is more advanced. As well, the paper aims to raise awareness among instructors about the effects on motivational and affective factors of CF in students' performance.

Key words: Oral Corrective Feedback, recasting, explicit correction, affective factors.

Resumen

La retroalimentación oral es uno de los factores más investigados en contextos de adquisición de segundas lenguas. La provisión de una correcta retroalimentación debe tener en cuenta múltiples factores como son el nivel de idioma del alumno, los programas educativos y los factores afectivos. El objetivo de este proyecto de investigación es la propuesta de un estudio de caso a desarrollar en contextos educativos de educación formal en España, en particular en Educación Secundaria Obligatoria (ESO). Los resultados tentativos proponen que la corrección explícita es más beneficiosa en contextos donde el nivel de competencia en lengua inglesa es menor mientras que en contextos donde el nivel de competencia es mayor, la reformulación (*recasting*) es más idónea para el alumno. Además, este proyecto pretende crear conciencia entre el profesorado sobre los efectos de la retroalimentación en cuanto a factores motivacionales y afectivos que afectan la producción comunicativa del alumno.

Palabras clave: Retroalimentación oral, reformulación, corrección explícita, factores afectivos

1. INTRODUCTION

The educational contexts where second language acquisition (SLA) processes occur are gradually shifting in the last decades from a classroom-restricted context to a more globalized conception in which education aims to be a reflection of society. The main goal to accomplish in this process is therefore, to prepare the students to adapt and succeed in multicultural and multilingual contexts, and to ultimately foster international mobility and communication as well as intellectual competitiveness (Jones, 2016). One of the shifts that is being progressively undertaken relates to the methodologies and approaches in SLA. Former traditions in this topic were mainly focused on formal aspects of the language, whereas latter approaches conceive language acquisition from a communicative and functional perspective, including interaction as an essential factor to achieve this goal. Corrective feedback (CF), and in particular oral corrective feedback, understood as the provision of oral assessment to repair an error encountered in interaction contexts, seems to be one of the most examined factors in the communicative classroom discourse involving language acquisition (Lyster, 2012). Previous studies about the issue of corrective feedback emphasize the importance of the frequency of CF moves, the predominance of certain types over other CF types, their effectiveness and the correlation between this effectiveness with the type of instructional context. Notwithstanding, little research has been conducted on oral corrective feedback in Spanish formal instructional settings i.e. secondary education institutions and little awareness has been raised on the effect of these moves in students oral production. The main purpose of this paper is to raise awareness about this issue, stressing the importance of an appropriate corrective feedback since, among others, this factor affects students' learning, oral production and performance in different manners.

2. THEORETICAL BACKGROUND

2.1 - Theoretical perspectives on second language acquisition (SLA)

The first section of the literature review for this particular paper deals with the main aspects in which oral Corrective Feedback is theoretically framed.

2.1.1 Input, Output and Noticing

Second Language Acquisition (SLA), is a general accepted term to describe the process of learning a new language. The aforementioned process involves numerous aspects and steps which have been subject of discussion and research in the late century, having as a starting point innate theories, which stressed the intrinsic ability of learners in the process of acquisition (Chomsky, 1965), leaving aside to some extent other key aspects i.e. contextual, affective and psychological factors, as well as the cognitive operations involved in the acquisition process.

In the late 1950's, and as a complementary approach to innate theories cognitivist theories opened a new field of research where mental processes of the learner in the SLA were the core subject of research and played a central role. The main distinction between innatist and cognitivist perspectives lies on the notion of learner's performance (in opposition to the prior notion of competence), as a result of different mental processes and other variables such as the psychological factors of the learner (Hummel, 2014). Chomsky (1965: 15) defines performance as 'the use of the language in concrete situations'. This term clashes with the traditional concept of competence, this is, the underlying knowledge of a subject, not considering the context but rather cognitive aspects. Furthermore, cognitivist approaches pinpoint two distinct processes in language acquisition and these are controlled and automatic processing.

As Hummel (2014: 76) describes 'controlled processing characterizes new skill learning; it is relatively slow, requires attention, and is limited by short- term

memory constraints. Over time, and through practice and training, a skill can come to be performed rapidly and with little effort, and automatic processing takes over.' A learner's performance is therefore influenced by aspects such as time, training, attention and effort; and it becomes automatic when it is integrated in the learner's mental processes. Thus, the role of awareness in language SLA was essential in these approaches, since the production was defined as automatic precisely in those cases when the learner was unaware of its use. Along with the cognitive aspects involved in SLA, Krashen's (1970) Monitor Model dichotomized the language learning process between acquisition and learning, considering as a key concept the abovementioned notion of awareness. Thus, acquisition is 'a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language' (Krashen, 2009:10 in Gass, 2013: 129) whereas learning is used 'as conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them' (*ibid.*) As a key factor in this hypothesis, the Monitor Model (Krashen, 1982/ 1985) introduced the term of comprehensible input, this is, the exposure of students to the second language knowledge through a more advanced level of expertise than the own level in order to foster students learning. The main criticism to Krashen's (1970) model is the lack of evidence about comprehensible input leading to learning and at a last stage, successful acquisition (Kavanagh, 2006) as well as the inaccuracy to define in a gradable scale the meaning of a more advanced level of expertise from the interlocutor's role.

Therefore, later linguistic research (Long, 1996; García & Gass, 2000) highlighted the role of the learners' environment and its influence in the output through interaction with others. In the same vein with Krashen's (1982) Comprehensible Input theory, Long's Interaction Hypothesis (1996) stressed and added in particular the benefits of interaction between native speakers (NS) and non- native speakers (NNS). Thus, the interaction between the aforementioned agents ensures not only a comprehensible input but also a comprehensible output since NNS give evidence about the learner's negative performance to make it more comprehensible and more target- like (Swain, 1985). In particular, Long (1996) suggested a crucial aspect occurring during interaction, which shapes to a great extent the learners' output. Thus,

negotiation of meaning, as Long claims (1996: 418) is 'The process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form [...]. Some of the adjustments suggested by Long (1996) were realized in form of feedback provision from the learners' interlocutor, in order to maintain the flow of the conversation and repair incorrect utterances.

Notwithstanding, to ensure the aforementioned repair, it is essential for the learner to be aware of the erroneous utterance. In the same vein, Schmidt's Noticing Hypothesis (1990) suggests that it is only through the noticeability of the input from the learner, when this becomes intake i.e. the part of the input that a learner notices and integrates. Therefore, if the Noticing hypothesis is adapted to corrective feedback processes, it may be deduced that the provision of feedback is successful if the learner notices the correction, and subsequently repairs this error. Although this paper will mainly deal with oral corrective feedback in terms of linguistic aspects, it is essential to consider as a key aspect in negotiation of meaning all types of meaning that are aimed in the process of negotiation. Leaving aside the formal aspects of the language, pragmatic meaning is context- embedded and culturally shaped and it 'falls into the category of implicatures' (Carston, 2002: 101). Pragmatic meaning is influenced by contextual aspects from the speaker (i.e. the learner) that shape the own underlying knowledge. This idea assumes several challenges in classroom settings, since the cultural clash between the L1 and the L2 needs to be considered by the instructor, in particular since the cultural implications in the language have been traditionally omitted in some SLA programs, i.e. EFL programs. Therefore, the process of negotiation in this case is about the 'intended meaning' and not about a 'lack of linguistic knowledge' (Cook, 2015), and the process of error repair not only implies noticeability but also contextual knowledge from the interlocutor's context.

2.1.2 Focus on Form in communicative language teaching

The relatively recent tradition of Communicative Language Teaching (CLT) as a successful approach in language learning settings is based on the

development of fluency and communicative strategies, in contraposition to previous linguistic research focused on almost exclusively formal aspects of the language (grammar, phonology...). This shift from fluency over accuracy has been subject to debate among researchers, questioning the implications of leaving aside formal aspects of the language. One of the main limitations identified in CLT is that the approach led 'to a greater tolerance for error in learners' speech' (Lightbown & Spada, 1990: 431) as a preference for maintaining the conversational flow. The distinction between Focus on Form versus the former Focus on Forms reveals the gradual nature of the change in the teaching settings. Previous 'Focus on Forms' approaches referred to the traditional teaching of linguistic aspects in separate, de- contextualized lessons (Sheen, 2004). 'Focus on Form' (FonF) on the other hand, appears as a distinctive approach from the former FoFs assuming the role of exposing linguistic formal aspects within the communicative interaction in learning settings, in order to raise awareness among learners. Embedded in FonF research and more specifically in the learner error production, corrective feedback (CF) is one of the strategies implemented in SLA settings by the agents (teachers, interlocutors) to provide information in various manners about the errors produced by the learners.

Notwithstanding, Norris and Ortega's (2000) first compared research on the suitability of FonF over FoFs, and latter research on the topic in communicative and content-based foreign language teaching seems to conclude as Lochtman (2002: 272) suggests that 'some focus on form seems to be required for learners to 'notice the gap' between their erroneous utterances and the target language'. The upcoming section in the paper will examine the typology of CF, the preference of certain CF types over others in relation to the learning programs and the effectiveness of CF based on the noticeability of learners and ultimately the moves that lead to repair. Since the main objective of this paper is to deal with corrective feedback in communicative, interactional contexts, only oral corrective feedback research will be considered for the upcoming section. Notwithstanding, CF can be realized through different strategies in each of the skills that affect learners' performance and competence SLA (written production, reading comprehension and listening comprehension).

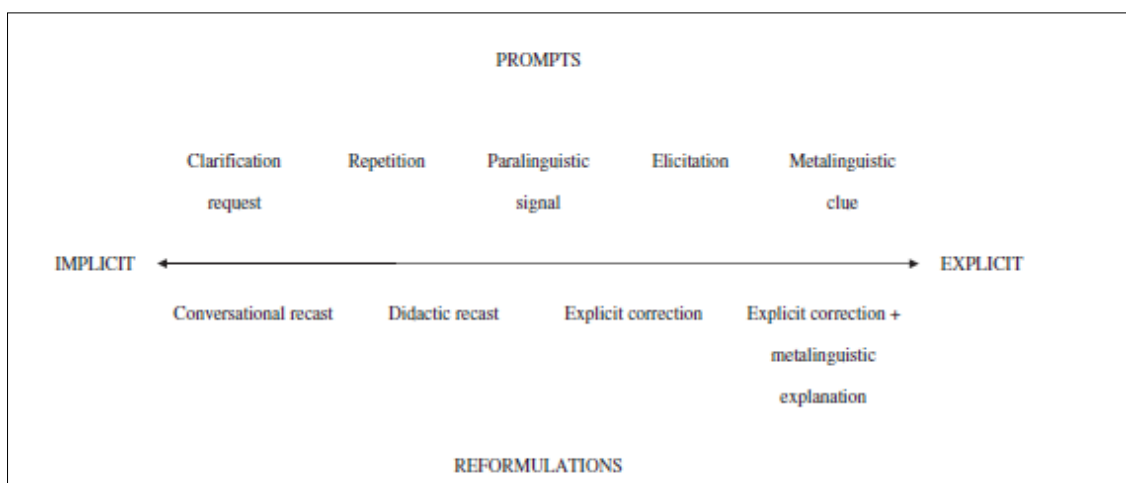
2.2. Oral corrective feedback

Oral Corrective feedback (henceforth CF) seems to be one of the most examined factors in the communicative classroom discourse involving language acquisition. Previous studies about the issue of corrective feedback emphasize the importance of the frequency of CF moves, the predominance of certain types over other, their effectiveness and the correlation between their effectiveness with the type of instructional context. All of them affect students' learning in some way.

2.2. 1 Oral corrective feedback types

Lyster and Ranta's (1997) pioneer research on French immersion classrooms in Canada raised awareness upon the oral feedback given in instructional settings interaction and opened a new field of research in order to identify the implications, benefits and drawbacks in CF provision. In subsequent research, Sheen and Ellis (2011) reformulated the original classification from Lyster and Ranta (1997) in a gradable scale divided into four axis in terms of nature of the CF move and the degree of implicitness. Thus, six CF types were classified as shown in Fig. 1.

Fig. 1: CF Types. (Ellis & Sheen, 2011 in Lyster & Saito, 2013)



Regarding the nature of the CF type, the scale distinguishes between prompts and reformulations. The main defining feature resides on the performance of the CF moves. Whereas prompts are realized in form of signals for the learner to repair the wrong utterance, reformulations restate these utterances avoiding the target output of the learner. Accordingly, the continuum implicitness vs. explicitness is based on the interlocutor CF provision leading to perception of the learner. Thus, prompts can be sub- classified, by following the continuum more explicit to less explicit into:

- Clarification requests: The instructor explicitly implies a misunderstanding in the interaction by the use of phrases such as i.e. *Excuse me?*.
- Repetition: The instructor repeats the wrong utterance stressing the error through paralinguistic features, normally intonation.
- Paralinguistic cues: The instructor uses other paralinguistic features, mainly kinesics to stress the wrong utterance.
- Elicitation: The instructor forces the correction of the error by formulating *yes/no* questions so that the learner completes the missing information.
- Metalinguistic clues: In the classification scale, metalinguistic clues are the least explicit type since the instructor implies an error by providing information about formal aspects of the language i.e. verbal tense inappropriateness.

Accordingly, reformulations are classified in the scale, from more explicit to less explicit as follows:

- Explicit correction: The instructor clearly indicates an error production by verbally implying it (*'No, it's not correct'*) to subsequently provide the correct form. If the correction is followed by an explanation of linguistic aspects, it is classified as explicit correction plus metalinguistic clue.

(adapted from Tedick & Gortary, 1998: 5)

Finally, and on the other side of the continuum, recasting is the least explicit type of corrective type.

2.2.1.1 Recasting

Recasting as a form of CF has been thoroughly examined (Lightbown & Spada, 2001; Lyster, 1997, 1998, 2010; Lyster & Ranta, 1997; Sheen & Ellis, 2011) since its provision needs to be considered, regarding its effects in the learner's performance, as a distinct CF type. Thus, Long (1996: 436) defines and exemplifies recasting as the reformulation of a perceived error from the interlocutors' side 'by changing one or more of its sentence components (subject, verb, or object) while still referring to its central meaning'.

- *Student: I go to cinema at weekend.*
- *Teacher: You went to cinema. What did you see? Student: 'Gladiators'. It was great.*

The aforementioned teacher- student interaction appropriately exemplifies the drawbacks to clearly identify the benefits of this type of CF in the learners' performance. This idea implies that the reformulation of the teacher to repair the inappropriate use of the verbal tense does not ensure the student noticing the error and therefore repairing it. The ambiguity of recasts (Panova & Lyster, 2004) is the main drawback identified in implicit error correction provision, since the unawareness of the learners in noticing the error leads to a repetition of the error itself.

On the other hand, the shift from traditional approaches focused on formal aspects of the language towards a more communicative tendency in educational settings, highlights the benefits of recasting as the only CF type not interrupting the interactional flow of a conversation (Leeman, 2003). This aspect assumes positive implications in learners' performance when the instructional program's approach is that of maintaining the communication among its agents. As well, as Farrar (1990: 621 in Leeman, 2003) indicates, 'recasts may be particularly effective in isolating a morpheme as a distinct lexical unit, since they immediately provides a contrast to the preceding utterance missing that morpheme, making it perceptually more salient'.

In relation to the notion of salience and to conclude with this sub- section, the process of CF provision needs to consider three resulting stages: firstly, a

learner's error takes place; then, the teacher provides some kind of correction. Given this situation, learner's *uptake* may occur; and this noticed error may lead to two distinct situations, which are *repair* or *needs repair*. The concept of 'uptake' can be defined as the 'learner's observable immediate response to corrective feedback in his/her utterances' (Lyster & Ranta, 1997: 45). Subsequently, 'repair' which occurs when the learner successfully corrects the original error; or 'needs repair', which refers to the situation in which the learner responds to the teacher's feedback move, but the uptake does not result in repair; therefore, the correction is unsuccessful. To finish with this section, and as an introductory idea for the upcoming section, CF needs to be conceived as context- embedded strategies. Thus, a multiplicity of factors needs to be taken into consideration for defining CF moves as adequate and successful in the teaching- learning process.

2.3 Factors involved in CF effectiveness

It is important to mention prior to develop the section, that CF success is always constrained by contextual factors and individual learner differences (Li 2010; Lyster & Saito 2010). This third sub- section deals with the multiplicity of factors leading to the general perception of what is understood as successful CF as well as the main effects on the learners' learning process. Some of the factors being identified from previous research are i.e. the nature of the program, the instructional approaches, the CF provision timing, level of expertise in the language, frequency of CF moves, and ultimately, the affective factor, that will be more extensively developed in the upcoming section.

2.3.1 Nature of instructional programs and instructional approaches

Nature of instructional programs refers to the objectives aimed to be reached depending on the type of instruction regarding linguistic and educational implications. Thus, it is essential to distinguish between English as a Second Language, English as a Foreign Language, Immersion programs or CLIL, among others. These programs are shaped and designed in different manners,

do not share the same objectives and therefore, it can be deduced that the type of corrective feedback should be provided and perceived from the students differently. Previous compared studies research (Milla & Garcia, 2014; Lyster & Llinares, 2013) between immersion, EFL and CLIL instruction in formal educational settings regarding CF provision, uptake and repair showed similar patterns of feedback provision and perception among learners from immersion and CLIL programs, in contrast to EFL settings. Results show a preference for recasting in CLIL and immersion programs over any other type of corrective feedback whereas EFL programs use a more varied provision of feedback. In particular, explicit correction seemed to be the preferred CF type since it leads to immediate noticing and repair. The nature of the program and the instructional approach play a major role in this particular aspect since the instructional outcomes set for each program are different. Thus, immersion programs and CLIL are framed in communicative language teaching approaches where formal aspects of the language are taught through content in the case of CLIL, or the content is taught in a foreign language in the case of immersion.

On the contrary, EFL programs main outcome is to form learners on a foreign language, not considering instruction through content. It can be suggested therefore, that instructors in programs devoted to exclusively language teaching would emphasize to a greater extent the avoidance of errors related to grammatical aspects whereas instructors in programs such as CLIL or immersion would omit to a certain extent error correction with the objective to maintain the flow during interaction. It is the dichotomy fluency vs. accuracy the factor that shapes the nature of the program and ultimately regarding feedback provision the factor that determines what type of CF is appropriate when programs have different linguistic targets. Notwithstanding, Lyster and Mori (2006) Counterbalance Hypothesis (CH) shifted the traditional correlation between the instructional program and the CF provision by stating, as Lyster and Mori (2006: 294) claim that 'instructional activities and interactional feedback that act as a counterbalance to the predominant communicative orientation of a given classroom setting will be more facilitative of interlanguage (IL) restructuring than instructional activities and interactional feedback that are congruent with the predominant communicative orientation'. This hypothesis

can explain therefore how recasting may be more effective in form- oriented programs such as EFL or English for Specific Purposes (ESP) in terms of saliency, noticeability and uptake, whereas explicit correction may be assumed as more effective in meaning- oriented programs such as CLIL or immersion, due to the rupture between the nature of the program, the learners' expectations and the CF type provided.

2.3.2 Timing in CF provision

Timing refers to the provision of feedback at an adequate moment, this is, when to provide feedback. Two tendencies have been identified in previous research. 'Online CF' is provided immediately after the erroneous utterance is produced, whereas 'offline CF' is provided when the task is concluded. 'Online CF' has been proved to be beneficial in form- oriented programs since the error is identified, highlighted and ideally repaired during interaction (Long, 2007). 'Offline CF' on the contrary is provided at a later stage. The timing in offline CF allows the instructor to develop further explanation on the error and in meaning-oriented programs, it avoids interruption in the interaction teacher- student or student- student and permits the learner to focus on communicative purposes, rather than in particular formal aspects of the language (Willis & Willis, 2007 in Li, 2013).

2.3. 3 Frequency of CF moves: errors and mistakes

The question addressed in this subsection is what should be corrected. A first distinction is suggested by Hedge (2000) between 'error' and 'mistake'. The core difference between both terms resides in the underlying knowledge of the learner about the specific utterance. Whereas an error is produced as a result of unfamiliarity to a certain linguistic aspect, a mistake is produced due to a range of other factors and the instructor should distinguish when an utterance is an error or a mistake, since the latter can be self- repaired when the contextual factors do not affect the production. As well, the overuse of a single type of CF move can result in limitations from the learners' perception. As Ellis (2014: 263)

claims: 'it may be fundamentally mistaken to look for the most effective type of strategy' and that 'the single "best" strategy may be a chimera'. Since the instructional settings are in itself dynamic in nature, in particular in EFL programs within a communicative approach, restricting certain CF types to certain contexts can lead to learners' gradual unawareness of when the CF is being provided.

Finally, affective factors are a core issue regarding frequency. Although it will be subsequently covered in depth (*vid.* 2.3.5), it is essential to consider that overcorrection from the instructor may affect participation and autonomy, and increase low motivation among the learners.

2.3.4 Age/ Level of expertise

Finally, a last variable identified by researchers is the level and age of learners. As Lyster and Saito (2013: 25) point out, 'younger is not necessarily better' (referring to learners' age) in this respect, unlike it is generally thought. The cognitive maturity of young learners is more restricted in terms of identifying and understanding formal aspects of the language. This requires from the instructor the capacity to develop a series of scaffolding techniques to facilitate the detection of errors when the learner is not able to identify the error with the use of, for instance, a metalinguistic clue. Therefore, elicitation or explicit correction may be found in these early stages of cognitive development as more appropriate in terms of noticeability from the learner, since these are not engaged and aware of their own learning process. During the adolescence and subsequent adulthood period, the cognitive development enables learners to incorporate to their own learning process inductive, logical reasoning as well as metacognition; this is, awareness of the self-learning process (Piaget 1967/1961). These aspects influence as well linguistic acquisition and in particular CF since older learners are cognitively more capable to integrate linguistic information. Thus, recasting has been proved to be more effective among young or adult learners, since it implies a non explicit correction, which is however aimed to be noticed.

2.3.5 The affective factor: Motivational and attitudinal aspects in CF effectiveness

Among the various factors that involve the language learning process, and besides the formal and objective aspects aimed to be taught in the classroom setting, the affective factor includes the motivational and affective attitudes from the learner towards the language. This aspect has been subject of research due to the implications assumed in a successful learning process and in particular oral production, since it shapes to a great extent the individual differences among the learners. The affective factor was introduced in Krashen's Fifth Hypothesis of the Monitor Model (1980) i.e. the Affective Filter Hypothesis. Therefore, as Krashen suggests 'the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready' (in Schütz, 2017). The rationale behind examining affective factors suggests that, although learners receive an equal language input, the output is affected by motivation, self- confidence, attitude or communicative apprehension (among others) for each learner in a different manner.

From a pedagogical and psychological perspective in educational settings, Gardner (1985:10) defines motivation as the 'combination of effort plus desire to achieve the goal of language learning plus favourable attitudes towards learning the language'. Accordingly, a good a positive attitude towards the L2 learning 'dictate whether or not they will be able to absorb the details of language' (Eshghinejad, 2016: 23).

On the contrary, low levels of motivation, a low self-esteem as well as negative attitudes towards the language result in constraints in the language production from the learners' perspective. In particular in communicative settings, the constraints become more evident from traditional methodologies ,since the shift between a more passive role of the student in the learning process towards a learner' s role as language producer (Sharifi, 2014) implicitly demands interaction and production. 'The apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient' (Gardner & MacIntyre, 1994: 184) was identified by researchers as Foreign Language Anxiety as

a core concept in the individual differences among learners. Therefore, in relation to CF provision, the question seems to be what are the benefits and drawbacks of oral feedback regarding affective factors. It is generally accepted from previous research conducted, that providing corrective feedback is positive in improving the acquisition process from a formal perspective. As Ellis (2009a) claims, CF should not be conceived as a 'punishment' for the errors produced but rather as a facilitative tool to raise awareness about the aspects aimed to be repaired. As abovementioned, the degree of explicitness in CF types is one of the reasons that researchers have examined regarding affective factors. The two extremes of the continuum more *explicit* vs. *less explicit* in the reformulations classification, can be utilized to exemplify the aforementioned concerns on CF provision. Explicit correction is a type of corrective feedback in which the instructor pinpoints the error through a verbal correction including a negative response. In terms of CF success on formal aspects, explicit correction ensures uptake, noticing and repair, in particular when the provision is followed by a metalinguistic clue.

However, the nature of this CF type as well as its overuse may be perceived as the learner as negative and discouraging (Ayedh & Khaled, 2011). In addition, in classroom settings where fluency is preferred over accuracy (CLT), extensive explicit correction may result in lower participation and motivation to interact, when the interventions are continuously reformulated by the instructor.

On the other extreme of the continuum, recasting has been therefore considered, in terms of avoiding a communication breakdown as more beneficial. The nature of this CF type is to maintain the interaction between speakers by reformulating the error in an implicit manner.

Thus, communication is encouraged and learners are not explicitly interrupted. In addition, recasting is not time consuming since the reformulation is provided along the conversation act. It may be suggested then that in terms of affective factors, recasting is preferred over explicit correction since the perception of an error from the learner's perspective is not as evident. However, the main criticism to recasting is precisely that its provision may not result in noticing and subsequently in reproducing the error in latter interventions. The main objective would be therefore to reach a balance in CF

provision, considering the degree of negative evidence and subsequent implications for learners' production.

In particular in the first years of Secondary Education, where the peer acceptance and the in- group approval (Tajfel & Turner, 1984) seems to be among the main concerns of the learners, for some learners' communicative interaction learner- instructor can be perceived as face- relevant resulting in face- threatening. This occurs when, during interaction, the social image of an individual is seen as negative as a result of the own performance or others interventions (Brown & Levinson, 1988). The 'implicit evaluation' from the instructors' and peers side can be a definite factor to be considered for the student to perceive oral interactions as threatening.

To conclude with this section and as a nexus for the upcoming section, researchers have emphasized the importance of a correct *positive feedback* from the affective perspective as reinforcement for the learners. Research on positive feedback has not been an extensive subject of investigation (Waring & Wong, 2009) since research is oriented to *negative feedback* this is, the identification and repair of errors produced in SLA process. Positive feedback in form of praising i.e. '*very good*', '*well done*' can be positive in terms of affective factors as a motivational and encouraging for participation purposes. Notwithstanding, as Waring and Wong (2009: 202) claim, it is essential for instructors to conceive positive feedback as a 'scaffolding technique, by providing knowledge or guidance of results'. This statement implies that positive feedback is purposeful when learners' understand why they have been praised; this is, what was correct about the utterances produced. Otherwise, praising could be conceived as a formula to conclude an interaction exercise or classroom task.

The following section will deal with the effect of CF from the perspective of the learners, this is, how learners perceive CF moves and the preferences according to previous research conducted. The rationale behind this section is that the central role in CF research is precisely to identify all factors affecting CF success, not only from a cognitive perspective but also from the beliefs of learners, who are ultimately the receptors of CF.

2.4 Learners' attitudes and beliefs towards CF

The rationale behind including the section lies on the importance of considering learners' perceptions as a complement to previous research, focusing mainly on teachers' perceptions and beliefs. In the same vein, Spolsky's tripartite model on language policy, the harmonization of perceived practices (*language management*) both from the teachers and learners as well as the language beliefs may not come always at ease. The mismatch between agents' perceptions (teachers and students) regarding CF provision may have major implications in educational contexts in terms of effectiveness, production and emotional factors. Thus, a CF provision a teacher may perceive as beneficial for students' progress may not be received in the same manner from the learners' position in terms of effectiveness or affective factors. Practices are therefore understood as 'ways of doing' (Wenger- Trayner, 2015) whereas beliefs are personal, subjective perceptions about a particular matter. Attitudes, finally, from the learners' side would be conceived as the actual behavior resulting from a certain belief.

Although this particular aspect should be considered as a unique case depending on the educational context and within it, each group examined, researchers have aimed to respond to the implications and correlation of age/ level of proficiency regarding CF attitudes and perceptions, the type of activity learners are engaged in and the personal objectives learners' aim to achieve in the learning process. Previous CF research on perceptions, attitudes and beliefs (Faqeih, 2015; García- Ponce, 2017) show a general preference from learners to be corrected. Conducted interviews in the aforementioned qualitative studies indicate that students' consider important to be provided with CF in order to avoid errors. On the contrary, research also shows that in some contexts learners' perceive correction, not as a facilitator for improvement but as a focus on only the flaws on the learning process. Therefore, the conflicting nature of learners' expectations, actual practices and beliefs occur when these do not correlate. García- Ponce's (2017) research on the conflicts between the aforementioned factors provides revealing examples in conducted interviews:

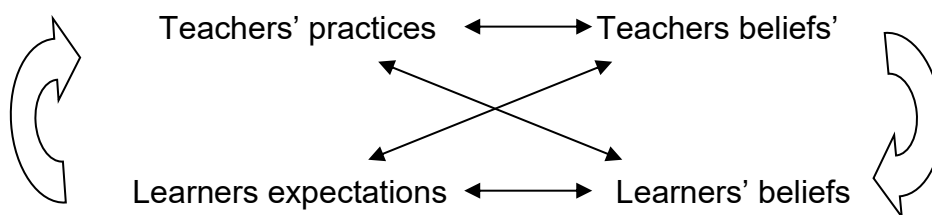
[...] "we need that the teacher starts to correct us," **Learner 1's** (basic level) suggestion points to a perceived scarcity of CF during the classroom discussions. This perceived scarcity is corroborated by Aranza's statement (**teacher**): "I seldom

correct while they are speaking, [...] I rarely correct them during classroom discussions.” [...] (García- Ponce, 2017: 140)

In this particular excerpt, the demands of the learner regarding the teachers’ practice in CF provision, relate to formal aspects of the language; whereas the teachers’ intention is to maintain the interactional nature of the activity. In the same vein, Mackey’s research (2007) on intentions of instructors and learners’ perceptions revealed that the intention of teachers and learners perceptions coincided more when the correction was explicitly about formal aspects. As well as the individual beliefs on CF, the instructional contexts and the linguistic awareness (and the level of expertise) are essential factors to consider. Thus, adult learners or students in Higher Education Institutions (HEI’s) are more likely to demand correction from instructors, since the awareness about formal aspects has been more developed through the years of instruction.

Therefore, and to conclude with prior sections, the process of CF provision should be conceived as multilayered aspect where the interplay of agents involved (teacher- students) is developed in a reciprocate manner; not as it was traditionally conceived, as one- sided where the instructor was the focus of research. Thus, teachers’ practices are shaped through the own beliefs about the learning process but also about learners’ performance and perceptions. Nonetheless, this last aspect should be more thoroughly researched, since the conceptions of the learners about the SLA are fundamental to proceed in the classroom context and little research has been conducted on this subject. In the same manner, learners’ learning process’ involve their own conceptions; and are shaped by instructors’ procedures. As a graphic summary of the abovementioned paragraph, the following scheme shows the diverse factors that play a role on perceptions and beliefs in CF.

Fig. 2: Determining factors on perception



2.5. Spanish SLA instructional landscape. CF research in Spanish educational contexts

CF investigation in Spanish educational settings appears as a recent phenomenon in linguistic research, gradually becoming a wider subject of observation. However, for the specific focus of this paper, little research has been conducted on EFL across levels in Secondary Education. Previous research conducted has been mainly focused on a compared analysis across different instructional programs such as CLIL or immersion, and across countries. The instructional landscape in Spain has been gradually considering new programs of instruction in English as well as bilingual programs within the different Autonomous Communities in the country.

However, the aforementioned landscape differs to a great extent depending on each Community. For instance, whereas the bilingual plan (*Plan de Bilingüismo*) has been proposed for each region, the process of implementation differs in terms of time and strategies. Hence, the Community of Madrid for instance introduced in the school year 2004- 2005 the first plan for bilingual schools in Primary levels (BOCM, *ORDEN* 4528/2017) and although its implementation has not come at ease, the programs have been extended to other levels of instruction i.e. Secondary Education.

Nonetheless, bilingual programs in other communities have been also introduced in the next years, following different patterns. The gradual introduction of these programs and others such as CLIL or immersion in Secondary Education level, the differences in the implementation across Communities as well as the recent nature of this linguistic factor (CF) may have result in the abovementioned type of research. As well, CF research is contextualized mainly in CLIL or immersion programs due to its meaning-oriented nature. Spain has traditionally developed EFL programs of instruction, mainly FonF oriented. However, the shift between traditional instructional approaches with a stake in communicative approaches reveals a need to focus on EFL corrective feedback provision as well, since it is still the instructional program in the foremost part of High Schools in Spain.

2.5.1. CF research in Spanish educational contexts.

CF research in Spain has been mainly researched in comparative studies across countries that shared the same type of instructional program. Thus, in Primary Education, LLinares and Lyster (2013) compared the patterns of provision and frequency of CF in a CLIL Spanish school and two immersion schools in Japan and Canada. However, the focus of this study was to identify the preferences and the degree of awareness of teachers regarding these preferences. As well, the instructional program is not representative for this study in particular. Milla and García (2014) contrastive study between CLIL and immersion classrooms in Secondary Education in Basque Country revealed a preference for recasting over other types of CF in CLIL programs over a more varied types of CF types (elicitation, explicit correction). These results are understood by looking at the type of instructional program and its nature. In the case of EFL the main objective was the immediate repair of erroneous utterances among learners in interaction whereas in CLIL, the objective was to maintain the conversational flow.

All in all, the scarcity of research conducted in Secondary Education within EFL programs has fostered the proposal of this paper. It is essential for instructors to consider oral feedback as one important factor that affects the production of learners' in communication contexts.

3. RATIONALE BEHIND THE PRESENT STUDY AND HYPOTHESES

As it was introduced in the contextualization of this paper, the existing gap in this particular field of research is precisely the little research conducted in Spanish instructional settings. CF provision has been thoroughly studied in a variety of instructional settings and programs across countries and levels after Lyster's pioneer research on CF classification. The relative recent nature of this field of research reveals a gap in contexts where English is studied as a foreign language (EFL) and in particular in Spain, since previous research was devoted to contrastive analysis of CF in different instructional settings. Therefore, the main purpose of this paper is to propose a tentative research on CF provision according to frequency and effectiveness in a Spanish Secondary school, in particular in La Rioja. The first objective is to compare the effectiveness of two CF moves i.e. recasting and explicit correction, across two instructional levels i.e. 1st and 4th of ESO in which tentatively, the researcher would assume also the role of instructor. The second objective is to compare also the affective reactions of learners towards these two CF moves from a qualitative point of view. Ultimately, the third objective is that of raising awareness among instructors in Spanish EFL programs of the importance of a correct CF provision, taking into consideration the theoretical perspectives provided in this paper, used as a frame for this research.

Thus, three hypotheses have been proposed for this research, after considering previous research and SLA theories on oral corrective feedback.

- 1.- Recasting is more effective in 4th of ESO due to the language awareness of students, in terms of noticing and repair.
- 2.- Continuous explicit correction results in lower rates of participation due to the motivational implications it assumes for the learners, in particular in early years of instruction.
- 3.- CF is effective when beliefs from teachers, the nature of the program and the classroom practices correlate.

4. METHODOLOGY

The upcoming section aims to provide a tentative research procedure in order to gather data, taking into consideration the different aspects that involve the process of data gathering, context and subjects CF research. Given the aforementioned gap, a design for a possible research will be introduced.

4.1 Research design

The nature of this research is that of a case study, understood as Yin (1984:13) defines: 'a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'. In this particular research, the contemporary phenomenon would be the provision of oral corrective feedback in EFL instructional settings, understood as well as a recent phenomenon not thoroughly researched in Spain. In addition, the process of CF provision needs to be analysed in the contexts and this idea implies the access to specific instructional settings where normally CF provision occurs. The methodology intended for this paper compiles both quantitative and qualitative analysis. Quantitative relates to empirical results that can be quantified through measurable instruments. In this case, quantitative analysis will be utilized to obtain results about CF moves; recasting and explicit correction that lead to noticing and preferably repair. In the case of explicit correction, the focus will be on patterns of repair, since noticing is implied because of the nature of the CF move. However, repair is not guaranteed since the learner receives immediate feedback from the instructor but the error may not be repaired. Results will compare patterns of explicit correction in 1st vs. 4th of ESO and so will occur with recasting in both levels.

The second part of the hypotheses dealt with attitudes and affective factors. Thus, a qualitative analysis is needed since the aforementioned aspects cannot be measured in quantifiable rates. A qualitative approach involves 'the study of people in their natural settings' (Hughes, 2001: 3). As defined by Denzin and Lincoln (2000: 2), 'Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Qualitative research

involves the studied use and collection of a variety of empirical materials - case study.' The main reason to opt for a qualitative study resides in the 'understanding, through locally situated investigation, participants' social construction of reality' (Richards 2009: 148 in Reynolds, 2016: 6), even if qualitative studies have been received criticism for not providing accurate results as it occurs in quantitative studies. Notwithstanding, qualitative studies are an interesting source for research when extra- linguistic factors play a role i.e. motivation, participation, levels of anxiety. A further research of this project would include interviews with students and other instructors but considering the feasibility of this project, only observation from the learner- instructor will be included in this procedure.

As well, and for the feasibility of this paper, the researcher assumes the double role as instructor as well. Teacher Research (henceforth TR), also known as action research, has been strongly recommended as an action 'undertaken by teachers, administrators and others to improve their own practice' (Hammersley, 1993: 425). The shift between the instructor as a facilitator of content rather than as an evaluator changed the conception of teachers as mere knowledge transmitters, establishing a closer relationship in the conception teacher- student (*ibid.* 427). As well, the preference for the researcher as the instructor also avoids the 'observers' paradox' (Labov, 1972) for both the learners and the instructor acceding to participate in the research. This term, coined by Labov (1972), referred in sociolinguistics to the phenomenon occurring when the agents to be observed are aware of i) the presence of an out- group subject or ii) the aspect to be researched. These two factors may result in a limitation in the production and the spontaneity from the subjects' perspective and therefore the results may be altered by this fact.

4.2 Context

The educational setting to be observed in this research is a secondary education institution in La Rioja i.e. Instituto de Educación Secundaria Obligatoria (ESO). English as a foreign language is the instructional program this research deals with since for English learners in school years, EFL is the most representative program among others such as CLIL or immersion. The

SLA landscape in Spain is, in most of the Autonomous Communities represented by EFL programs in Secondary Education with an average exposure of four hours per week to the foreign language. In particular in La Rioja where this research is intended to be developed, bilingual programs have been introduced in the early years of instruction i.e. Primary Education accounting up to 13 schools that nowadays have qualified as bilingual (Resolución de Centros Bilingües- Plurilingües 2017/2018). Notwithstanding, this is a gradual process for Secondary Education (ESO) and for the moment, the implementation of bilingual projects is restricted to seven educational institutions for the upcoming school year, where some subjects i.e. natural sciences, history, arts etc. will be taught through English , up to a 30% of the entire curriculum.

4.2.1 EFL in La Rioja

Taking into consideration the feasibility and accuracy of this research, two classes from EFL programs will be observed since it is the most common instructional program among Riojan educational institutions.

English as a Foreign Language (EFL), is a type of English instruction in those countries where the L1 is different from English i.e. Spain, France etc. It is frequently found in formal educational institutions such as high schools and comprises between three or four hours of exposure to the language per week, following the contents, criteria and evaluation standards agreed by the Ministry of Education in the annual reports (BOE, 2015; BOR, 2015). As above mentioned, instructional approaches are in addition gradually shifting. The traditional focus on formal aspects of the language, as in Grammar Translation methods, was mainly based on drilling and repetitions of grammatical structures. The tendency is increasingly advocating for more communicative approaches, where interaction and the maintenance of communication are preferred over grammatical or syntactical aspects the way that learners acquire the language through real meaning.

Thus, oral CF research is framed in this type of instructional approaches since oral CF provision is precisely facilitated through interaction teacher-student or peer interaction. Therefore, the communicative approach is proposed

as the most suitable form of instruction to develop in the procedure, since the researcher is as well the proposed instructor. From a more subjective perspective, communicative approaches are from a personal point of view a beneficial shift both at a pedagogical and instructional level for the learners, since the ultimate goal for acquiring a new language assumes the ability of the learners to use it in a functional way, making possible the interaction with other NS or NNS. Thus, the role of instructors should be precisely the facilitation of those techniques and methodologies that promote real, context- embedded interactions for the learners to communicate instead of the traditional context- isolated communicative tasks.

4.3 Participants

The number of participants regarding learners may vary in each of the two instructional levels intended for this paper, so an equal number of learners in each class are not required for analysis. Notwithstanding, it is important that the instructional years differ in the degree of maturity development among learners. As above mentioned, the linguistic awareness as well as the capacity to adapt content previously acquired for a successful fulfilment of a task, are aspects reached when the adolescence period is more advanced. Bearing on mind this aspect, the two instructional years selected for this paper are 1st of ESO and 4th of ESO.

The first important difference between the two instructional years is the adolescence period both are framed in. Whereas 1st of ESO is in the emergent period of adolescence, learners from 4th of ESO are in the medium adolescence. According to the pedagogical research of Piaget (1999), learners in early years of ESO have not consolidated the formal operations for learning. These include capacity to hypothesise, abstract thinking and capacity to incorporate previous knowledge to carry out with new tasks. However, in 4th of ESO these aspects are in consolidation phase. In the same vein, Vygotskian theories of learning claimed that, with specific support (scaffolding), the difference between what a learner knows and is able to know, narrows (*Zone of Proximal Development*).

The third main difference between the two levels lies on the capacity to incorporate previous knowledge and the support that each level requires, according to their level of maturity. This aspect is essential in this research since oral CF is conceived, among others, as precisely a scaffolding technique.

However, by linking the level of maturity of students regarding linguistic awareness with the CF needed, students of 1st of ESO may require the type of linguistic support that overcomes the limitations these may encounter. In the case of 4th of ESO, students have a more developed awareness of their own learning process, of linguistic aspects as well as a greater level of expertise.

4.4 Instruments

In order to ensure an appropriate analysis of the CF moves aimed to be analysed, the sessions will be recorded. Since the main objective is to observe patterns of interaction, only voice recordings are needed. The quantitative analysis will be carried out using a Table with the criteria above mentioned, taking into consideration type of CF (recasting/ explicit correction), noticing and repair/ needs repair. Qualitative analysis, on the other hand will be carried out only through class observation, since this is merely a brief case study. Permissions will be requested to the learners to avoid legal issues regarding recordings. The following Table has been designed to conduct the quantitative analysis, adapted from previous analysis (Lyster & Saito, 2013).

Table 1: CF type analysis

CF Type	Uptake (Yes/ No)	Repaired (Yes/No)
Recasting (Min) 1.- 2.- 3.-		
Explicit Correction 1.- 2.- 3.-		

Finally, observation from a qualitative perspective will be noted down attending criteria such as perceived levels of participation increasing/ decreasing depending on the CF type provision.

5. PROCEDURE AND ANALYSIS PRESENTATION

5.1 Procedure

The analysis of data gathered will be carried out following three distinct steps.

Step 1:

A total amount of 10 sessions will be recorded both in 1st and 4th of ESO. In the first phase of this research, only explicit correction will be provided in both levels of instruction. Subsequently, the results will be noted down using the aforementioned Table1. In this particular case, the section 'Noticed' will have same answers in all moves, since the nature of the CF type implies that learners notice immediately when the feedback is being provided. The second part to analyze will deal with explicit correction resulting in *repair* or *needs repair*. Finally, results will be quantified in form of percentages according to the criteria presented in Table 1 and compared across levels.

Step 2:

A similar procedure will be applied in the case of recasting. Again, for a total amount of 10 sessions, only recasting moves will be provided from the instructor. In this case, the frequency of 'noticed' needs to be also taken into consideration, since it is essential to answer the initial research questions/hypotheses. The nature of this move implies that the learner may (or may not) notice when the feedback is being provided, since it is implicit correction. Subsequently, from the number of noticed moves, the distinction between repaired and needs repair will be quantified. Finally, the results at this stage will be contrasted across levels of instruction.

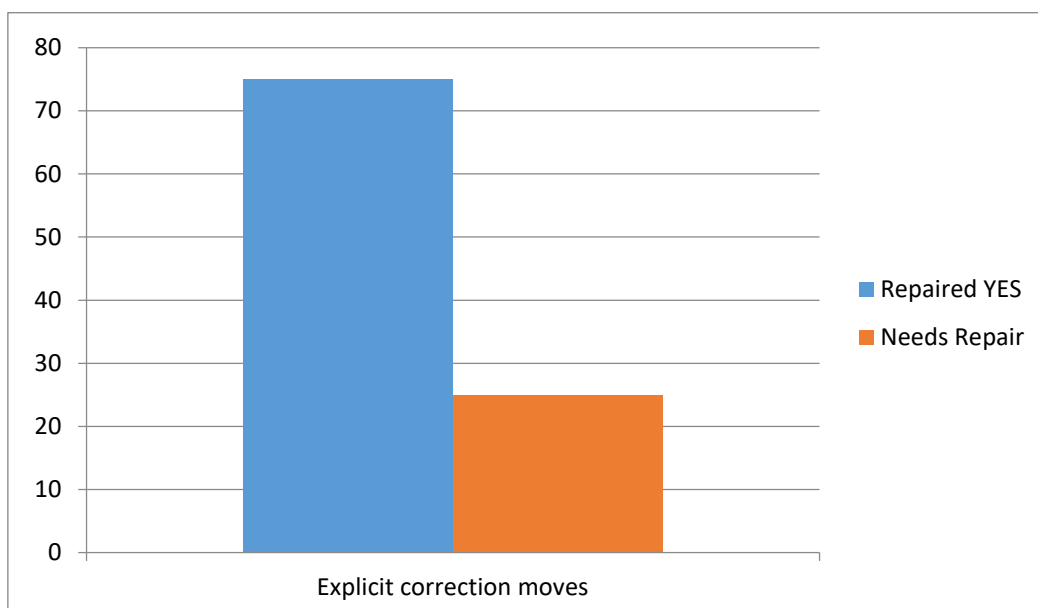
Step 3:

At a last stage in data gathering, observation regarding qualitative aspects will be developed. Whereas previous steps can be revised through voice recordings, this step needs to be developed through in- class observation, since it precisely deals with affective factors occurring during interaction. The recommendation is that the teacher develops a daily summary of main aspects observed among learners' during interaction, in order to have a notepad for subsequent interpretation of what has been observed.

5.2 Presentation of analysis

Data analysed would be presented in form of graphs, understood as a more suitable procedure in this case. The analysis of data through statistics has been omitted for this paper since the nature if it is not a linguistics investigation but rather a teacher research to be applied in the classroom. Therefore, taking into consideration tentative results expected, the upcoming example reflects the procedure selected. Thus, bearing on mind that one of the tentative results expected would be the preference in terms of effectiveness and noticeability for explicit correction over recasting in 1st of ESO, the following graph shows a possible presentation of results, considering 50 explicit correction moves where 100% are noticed and, from these, 75% repaired.

Fig. 3: Notices Explicit correction moves leading to repair/needs repair



6. DISCUSSION

Upcoming tentative results are conceived as a mere proposal for subsequent development in formal educational settings, as indicated in the procedure section. As it was proposed in the hypotheses, this section will aim to answer the three issues for this study. One of the main aspects this paper dealt with was the effectiveness of explicit correction rather than others less explicit such as recasting, which is the least implicit of the CF moves. Although the tentative results of the first issue propose recasting as more effective in more advanced instructional levels and explicit correction for lower levels of expertise, the core factor from a personal perspective in the notion of awareness. Thus, if learners' are trained to interact and be corrected with the use of a certain CF move, the production will result along with the patterns of interaction learners have been trained, and this includes a positive response to the CF moves used by the instructor. This idea aims to break away with the conception of recasting as an ambiguous and ineffective form of oral correction since it does not lead to repair.

The question to answer from this perspective is no longer about its effectiveness but if the practices from instructors correlate with the personal expectations or beliefs. Hence, a learner frequently corrected with an overuse of explicit correction will respond to this form of corrective feedback. The explicit nature of this move contrasts with the implicitness of moves such as recasting. In this way, the learner is more aware of what is expected from him/her when the reception of CF has been trained. As a conclusion for this first idea, this paper follows a similar conception of the benefits of CF when it is proportionate in terms of variation and frequency. Therefore, the instructor needs to be aware of the patterns of correction used in the classroom and a varied used of correction seems to be the most appropriate in terms of learners' noticing, since these are accustomed to a variety of moves. Plus, an overuse of a CF move may lead to students' unnoticing precisely due to its overuse. As in the Counterbalance Hypothesis (Lyster & Mori, 2006), in some instructional contexts, the idea is then to break away with the routines established by the instructors. Finally, this paper stresses the importance of the correlation between the teachers' expectations regarding corrective feedback, the

realization of these expectations into teaching practices and at a last stage, with the learners' performance according to these expectations and practices. It is only through the harmonization of the aforementioned concepts that the learners' production can be improved. Tentative results in this paper indicate that explicit correction is more effective due to the level of expertise and maturity in early years of instruction, whereas recasting is more effective in 4th of ESO, in the same vein with previous research conducted.

However, the aspect this paper aims to highlight is that the effectiveness is highly influenced by the exposure students receive to the CF moves. Thus, if the instructor is aware of the feedback provided with a specific objective, learners can be trained to detect and respond to CF moves. A final core issue in this paper was the aspect related to affective and motivational factors in CF provision. As it was mentioned in the introduction, this paper aims to raise awareness about the implications of a proper provision regarding this aspect.

As it was presented in the literature review, previous research coincides with the expected tentative results in this paper from a qualitative perspective; this is, that an overuse of explicit CF moves may result in lower rates of motivation and an increasing level of anxiety regarding oral interaction in classroom settings. It is reasonable to conclude, by observing the tradition of instructional approaches in Spain, that an approach with a focus on formal aspects of the language implies the avoidance of errors from the learners' performance.

Subsequently, explicit correction seems to appear as the most appropriate type of feedback for this purpose; the error is immediately noticed and more easily repaired, since the correct form is provided too. Notwithstanding, one of the main drawbacks identified for this type of feedback is found precisely due to the interruption of the conversational flow plus the expression of a negative utterance to highlight the error. Thus, when accuracy is preferred over fluency explicit correction is convenient. However, EFL programs in Spain are gradually shifting from form, to a more meaning oriented focus. The implications of this change assume a different role from the learner as a producer, without omitting formal aspects, during conversational exchanges. These changes in the classroom shift also the conception of instructors from mere knowledge transmitters to language facilitators. Correction as an instructional strategy and as a scaffolding technique is traditionally conceived as a negative move from

the instructor to the learner since it identifies errors in the production. Previous research has identified the affective implications for the learners. The rationale behind exploring the affective factors influencing production seems to be a recent field of research that instructional settings have traditionally omitted.

However, it is essential that instructors consider these aspects to integrate them in the practices developed in the classroom. Therefore, the overuse of explicit negative utterances is agreed in this paper as a drawback for the communicative purposes in the classroom. The role of students as producers focuses more on the learner outcomes and these imply the ability of students to communicate.

In Spain, where the aforementioned shift towards more communicative approaches is moderately occurring, learners are more requested than in previous years to use the language in a functional way. In Primary school levels, students have been more exposed to new bilingual programs. However, in Secondary Education, students have been more exposed to Focus on form approaches and learners are not used to being requested to interact both with the teacher and students. As it was mentioned in the literature review, for some students, these new approaches may come at ease but for others, exposing their production to the rest of the group may be felt as a challenge or be conceived as a face- threatening experience. Thus, the instructor should be aware of the type of correction provided, in order to ensure a context in which students are encouraged to participate and feel motivated to learn. Therefore, it is necessary to consider also the expectations, beliefs and attitudes from the learners' perspective regarding correction. Some students demand being corrected whereas for others it is received as a stigma of their lack of competence in the language

7. CONCLUSIONS

Oral corrective feedback has been examined in this paper as one of the key issues in second language acquisition processes. The main conclusion extracted in this paper is that oral CF needs to be conceived as a strategy to improve learners' communicative production. To guarantee the success in the provision of feedback is fundamental that the agents involved, i.e. teachers and students share expectations and attitudes about the type of provision that most facilitates both the acquisition and paralinguistic features such as motivational and affective factors. As well, the correlation between attitudes and beliefs should coincide with the outcome expected in each instructional context. This implies that the practices developed by the instructor are related to the type of instructional program, the objectives set for the learners' and ultimately the necessity of the learners. The objective of acquiring a new language should be no longer conceived as the integration of a set of grammatical rules to be used in de contextualized settings. SLA should be conceived as a tool for learners to have access to a wider range of opportunities in a globalized society, and to broaden their intercultural conception of the world. Therefore, the use of the language to communicate with others seems to be the way to change previous conceptions of languages as fixed, immutable entity in classroom settings. Acquiring a language is in itself dynamic since it implies its use in a multiplicity of contexts.

It is the responsibility of teachers to instil in the learner the benefits of learning to communicate within an instructional environment that stresses learners' personal skills and encourages them to communicate, including errors as a natural part in their learning process.

Due to the limitations in terms of time and nature of the project, the main suggestion for further research would be the access to real learning settings to gather real data in order to obtain conclusive results. A replication of the study is also suggested with every class, not as a necessity for broadening the field of research but more as a personal teacher research for improving the own practices accordingly with the type of group to be taught. As well, teachers' formation in this subject is suggested, mainly to raise awareness about the

importance it has. Most of the concerns from instructors deal with the fulfillment of the learning objectives set by the institutions or the government and an observation of the own teaching practices is in certain occasions omitted. Finally, a last suggestion would include a more complete data gathering from a qualitative perspective, including personal interviews with instructors and learners' to get to know more information about their preferences regarding oral correction and the main difficulties instructors encounter when providing the feedback.

Regarding limitations identified for the paper, and as it was previously mentioned, the main challenge was to develop a feasible project for the time and context proposed. Firstly, the variables to analyze have been limited to two aspects and two instructional levels. For the accuracy of this research as well as its conclusiveness, more CF moves would be included for the quantitative analysis. The main restriction in this type of project is the access to educational settings where the recordings or video- taping is permitted, due to the legal issues concerning this aspect. Therefore, the design of the project included the role of the teacher as a researcher. Due to the limitations in time, interviews with the agents have not been included, although these are an interesting source for data gathering. However, it has been recommended for further research.

To conclude with the paper, I decided to select a type of investigation that could be feasibly implemented in the classroom settings, more conceived as a teacher research that would help the personal conception of a teacher according to the practices developed and also, to raise awareness about the importance of correction as a fundamental part of the learning process. The teaching profession not only comprises the contents that are transmitted but also how these contents are integrated in the learners' acquisition. Correction is assumed as a natural process in a classroom settings but this aspect has always been observed from the perspective of FonF approaches. It is obsolete to conceive correction as the most immediate way to ensure acquisition since errors are as natural for a learner as correct outcomes. This paper, more than an isolated investigation, is conceived as a future tool and proposal to be put into practice in my own instructional contexts, bearing in mind that in the end,

the main objective is that learners conceive language learning as an investment for their future.

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